**K-5 Math Lesson Plan**

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| **Teacher: Hewitt** | | | **Grade: 2** | | | **Date(s)**: Day 1 |
| **Unit Title:**  Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:** Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item. | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000?  How do you know the value of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   |  | | --- | | Hundreds chart w/pop-up prompting; animal feeding chart; [http://math.pppst.com/skipcounting.html](http://math.pppst.com/skipcounting.html%20)  Pete’s Powerpoint Station Website has powerpoints that cover skip counting, on-line games for students as well as a webquest for skip counting under teacher materials. | | | **Student:**  Math journal | | | place value  hundreds  tens  ones skip count  counting on | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.2: *Count within a 1000; skip count by 5’s, 10’s, 100’s.*** | | | | | |
| **I Can Statement(s):**   |  | | --- | |  |  |  | | --- | |  | |  |   I can skip-count by 5s, 10s, and 100s to 1,000. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  As explorers, you not only need to know how to navigate (get around) your safari, but how to take care of it. Your task (job) while we are on this journey is to make sure the animals have food to eat. (Show students chart of amount of food each animal needs). How will you know when you have enough? (Have students brainstorm on how they would count to get the right amount of food for each animal). | | | | | |
| **Teacher Directed:** TW review skip counting vocabulary. Think back to yesterday, when you moved your animals from place to place and you skip counted how far it was from place to place. We were exploring skip-counting from 2s, 5s, and 10s. Sometimes we need to work with larger numbers to get closer to 1,000. What are some ways we can count starting with a number greater than 100 to get to 1,000 (allow students to raise hands and reply or think-pair-share their responses with the class)? TW model skip counting using <http://math.pppst.com/skipcounting.html>  (interactive 1000’s chart with color coding; demonstrate skip-counting by 10s, highlighting the patterns I notice as I highlight, such as ending in zero, first and second digits increase by 1 with zero at end, etc.). | | | | | |
| **Guided Practice:**  Students will practice skip-counting with left hand/right hand (each student will have a number for the left hand and the right hand, that way more numbers can be counted). All students will get a number card. The student with the “50” stands up and shows the “50” card. The student with the next number will stand and hold up the card (100), and then continue on until all students have gone. Change to 100s (start with 200) and have students’ repeat counting process. ***Go back and look at numbers here.*** | | | | | |
| **Independent Practice:** Students will use a 1000 chart to skip count by 50s with a yellow highlighter; by 100s with a blue highlighter. Students will be asked to notice patterns, in even numbers and odd numbers as they pay attention to the highlighting on the 100 chart. TW instruct students to write a brief description of any patterns they notice for 50s and 100s. | | | | | |
| **Closing/Summarizing Strategy:**  Have students write in their explorer’s notebook the good, bad, and ugly of skip counting. TW will read responses to determine which students need intervention. Remind students that skip counting is great – it is fun, fast, and makes you super smart! It will be helpful for us to become expert explorers so that we can really help the PTA count their supply room. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Skip count by numbers other than 2’s, 5’s and 10’s.  Skip count from a given number – such as count by 5’s starting at 10 | | | Have pictures or materials for students to manipulate when counting. (Base 10 blocks, hundred chart)  Count with a partner  Use 1000 chart to find patterns with 10s, 100s. | | | Display and pre-teach vocabulary cards with today’s vocabulary |
| **Assessment(s):**  TW take informal notes while asking students to demonstrate skip counting from a specific number (i.e. starting with 18, skip count by 2’s for 30 sec.) during independent practice. | | | | | | |
| **Teacher Reflection:** (Next steps?)  What went well?  What would I change?  How many students need intervention?  What is my re-teaching strategy based on the number of students who need intervention? | | | | | | |